**Label the following statements as either a NRT or CRT:**

Narrow, covers a few objectives- CRT

Percentile rank and standard scores used- NRT

The more variability or spread of scores the better-NRT

Emphasis is placed on identifying the domain of relevant responses-CRT

Compares students to performance of others-NRT

Usually three or more items per objective-CRT

One aim is to produce good distractor items-NRT

80% of class reached 90% proficiency-CRT

Covers many objectives-NRT

Meaning of the scores is not dependent on comparison with other scores-CRT

Compares student’s performance with standards indicative of mastery-CRT

Usually one or two items per objective-CRT

**Is this statement reflective of NRT, CRT or both?**

How well can our students read?” (school superintendent)- CRT

“How well can Mary read?” (teacher)- NRT

“Should Betty Jo go to college?” (parent)-CRT

“Why has my son gotten a poor grade in Math?” (parent)- NRT

“How am I doing in Math?” (student)-CRT

“What deficiencies should Tommy work on over the summer?” (parent)- CRT

“Is Michael really ready for the next grade?” (principal)-CRT

“Who is eligible for honor’s English?” (honors teacher)-NRT

“Who is eligible for bilingual education?” (counselor)-NRT